

# **Supplemental Strategies and Educational Services Grant Program**

**Senate File 588**

*Iowa Department of Education*  
**Grimes State Office Building**  
**Des Moines, IA 50319**

**January 2009**

---

---

State of Iowa  
**Department of Education**  
Grimes State Office Building  
400 E 14<sup>th</sup> St  
Des Moines IA 50319-0146

## **State Board of Education**

Rosie Hussey, President, Clear Lake  
Charles C. Edwards, Jr., Vice President, Des Moines  
Sister Jude Fitzpatrick, West Des Moines  
Brian Gentry, Des Moines  
Wayne Kobberdahl, Council Bluffs  
Valorie J. Kruse, Sioux City  
Max Phillips, Woodward  
LaMetta Wynn, Clinton  
Kameron Dodge, Student Member, Cambridge  
Vacant

## **Administration**

Judy A. Jeffrey, Director and Executive Officer  
of the State Board of Education  
Gail M. Sullivan, Chief of Staff

## **Division of PK-12 Education**

Kevin Fangman, Administrator

## **Bureau of Teaching and Learning Services**

Jim Reese, Chief  
Cynthia Knight, Consultant

It is the policy of the Iowa Department of Education not to discriminate on the basis of race, creed, color, sex, sexual orientation, gender identity, national origin, gender, disability, religion, age, political party affiliation, or actual or potential parental, family or marital status in its programs, activities, or employment practices as required by the *Iowa Code* sections 216.9 and 256.10(2), Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000d and 2000e), the Equal Pay Act of 1973 (29 U.S.C. § 206, et seq.), Title IX (Educational Amendments, 20 U.S.C. §§ 1681 – 1688) Section 504 (Rehabilitation Act of 1973, 29 U.S.C. § 794), and the Americans with Disabilities Act (42 U.S.C. § 12101, et seq.).

If you have questions or grievances related to compliance with this policy by the Iowa Department of Education, please contact the legal counsel for the Iowa Department of Education, Grimes State Office Building, 400 E 14<sup>th</sup> St, Des Moines IA 50319-0146, telephone number 515/281-5295, or the Director of the Office for Civil Rights, U.S. Department of Education, 111 N. Canal Street, Suite 1053, Chicago, IL 60606-7204.

**Iowa Department of Education  
Report 2009  
As Required by Senate File 588, Section 21, New Section 279.65 Student  
Advancement Policy Subsection 5  
Supplemental Strategies and Education Services Grant Program**

**Purpose of the grant**

The purpose of this grant program was to provide funds to local school districts for the provision of Supplemental Strategies and Educational Services to students who do not meet the grade level expectations established by the school districts for English-language arts, social studies, mathematics, and science.

Nineteen schools districts applied for the grant program. Thirty-six schools representing 11 districts actually received funds. Below is a chart of the money requested by each district and funds expended.

<b>School District</b>	<b>Funds Requested</b>	<b>Funds Expended</b>
Anthon - Oto	31,205.44	70,029.58
Bedford	90,118.18	113,371.12
Clinton	210,666.82	55,188.87
Davenport	500,000.00	500,000.00
Des Moines Independent	247,695.70	222,926.13
Dubuque	301,994.82	495,838.59
Keokuk	321,498.70	255,158.46
Oskaloosa	150,433.88	152,640.73
Sioux City	290,922.82	161,376.69
Storm Lake	87,957.82	174,661.37
Van Buren	267,505.82	271,518.38
<b>Totals</b>	<b>2,500,000.00</b>	<b>2,472,709.92</b>

Several of the grant recipients' original budget projections proved to be overly ambitious given the proposed actions and timelines when coupled with unanticipated challenges. As a result, the Iowa Department of Education allowed other grant recipients to adjust their expenditures and exceed their original budget approvals.

Student demographics for each of the schools are included in this report. Twelve schools involved in this grant were on the Schools in Need of Assistance (SINA) list. They are indicated on the enclosed chart in the shaded sections.

The K-8 student population for the participating schools was 16,965. There were 3,805 (22 percent) students targeted for these programs. Of those targeted programs, 3011 or 79 percent were actually involved.

<b>Subject</b>	<b>Total number of participating students</b>	<b>Percentage of targeted group who participated</b>
English/Language Arts	2543	85%
Mathematics	2396	80%
Science	687	23%
Social Studies	685	23%

English/language arts and mathematics were the major emphases of the Supplemental Strategies and Educational Services. Three districts also worked with students in the areas of science and social studies. Some students were included in two or more categories; therefore, there were 3,240 (85 percent) positive impacts on student achievement. There were 1,707 (45 percent) students who no longer qualified for the programs, while an additional 1,533 (41 percent) students made academic growth. This was determined by pre/post testing and program provided testing. Many schools will be looking at the Iowa Test of Basic Skills (ITBS) scores in 2008-2009 to determine growth from 2007-2008 to 2008-2009 to further validate the usefulness of these programs. Many schools chose a combination of during school tutoring/remediation with before and after school tutoring/remediation. Seven districts operated summer school programs on an average of four weeks.

**Highlights of the grant**

Oskaloosa found they reduced their student assistance team meetings by 81 percent and held 50 percent fewer meetings for 1<sup>st</sup> and 2<sup>nd</sup> grade. The total number of students referred and placed in special education was reduced by 48 percent from 21 to 11.

Van Buren had 93 percent of its students make academic growth with 62 percent no longer qualifying for the services.

Davenport had 94 percent of the students demonstrate improvement in mathematics. Twenty-two percent of the students in the before/after school tutoring improved on ITBS after only four months.

Des Moines had 97 percent of the students make academic growth.

Supplemental Strategies and Educational Services - Student Demographics

AEA	District	District Name	School	School Name	PK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Building Total	Female White	Male White	Female Black	Male Black	Female Asian	Male Asian	Female Hispanic	Male Hispanic	Female Native American	Male Native American	Total Female	Total Male
12	270	Anthon-Oto	0418	Anthon-Oto Elementary School	0	12	12	10	14	11	17	0	0	0	76	39	35	0	0	0	0	1	0	1	0	41	35
12	270	Anthon-Oto	0172	Anthon-Oto-Maple Valley Middle School	0	0	0	0	0	0	0	55	63	65	183	96	82	0	0	0	0	0	1	1	3	97	86
14	549	Bedford	0409	Bedford Elementary School	29	32	33	34	40	40	36	0	0	0	244	115	120	0	2	1	3	1	1	0	1	117	127
9	1278	Clinton	0227	Bluff Elementary School	30	81	84	76	86	94	83	0	0	0	534	202	222	26	40	1	4	18	21	0	0	247	287
9	1278	Clinton	0480	Eagle Heights Elementary School	12	73	88	76	83	91	90	0	0	0	513	233	215	14	26	3	4	11	5	0	2	261	252
9	1278	Clinton	0472	Jefferson Elementary School	20	68	64	60	60	70	63	0	0	0	405	134	164	33	31	1	0	18	22	0	2	186	219
9	1278	Clinton	0218	Washington Middle School	0	0	0	0	0	0	0	156	168	180	504	178	219	28	35	4	6	17	12	2	3	229	275
9	1278	Clinton	0516	Whittier Elementary School	7	71	67	74	69	70	60	0	0	0	418	184	181	15	18	4	6	4	3	2	1	209	209
9	1611	Davenport	0218	Sudlow Intermediate	0	0	0	0	0	0	0	199	216	199	614	170	206	85	87	8	3	21	32	1	1	285	329
9	1611	Davenport	0576	Walcott Elementary School	0	38	29	33	32	28	40	0	0	0	200	89	93	3	5	0	1	4	4	0	1	96	104
9	1611	Davenport	0227	Williams Intermediate	0	0	0	0	0	0	0	243	242	247	732	203	230	67	70	27	24	54	52	4	1	355	377
9	1611	Davenport	0205	Wood Intermediate	0	0	0	0	0	0	0	238	217	236	691	213	238	89	95	7	6	18	21	3	1	330	361
9	1611	Davenport	0236	J B Young Intermediate	0	0	0	0	0	0	0	106	95	98	299	57	61	78	77	4	3	12	6	0	1	151	148
9	1611	Davenport	0209	Frank L Smart Intermediate	0	0	0	0	0	0	0	163	168	176	507	158	191	41	37	4	4	30	35	5	2	238	269
11	1737	Des Moines Independe	0739	Brubaker Elementary School	33	121	121	109	104	104	121	0	0	0	713	281	284	30	34	9	10	37	21	4	3	361	352
11	1737	Des Moines Independe	0445	Cattell Elementary School	0	58	62	54	57	59	65	0	0	0	355	78	63	33	37	16	20	60	48	0	0	187	168
11	1737	Des Moines Independe	0526	Garton Elementary	57	96	94	94	87	98	78	0	0	0	604	152	184	45	66	15	19	62	58	2	1	276	328
11	1737	Des Moines Independe	0697	McKinley Elementary School	56	38	59	61	43	53	51	0	0	0	361	73	64	20	16	5	9	93	79	1	1	192	169
11	1737	Des Moines Independe	0904	Willard Elementary School	46	64	74	67	71	54	52	0	0	0	428	108	123	20	31	12	9	57	66	0	2	197	231
1	1863	Dubuque	0218	George Washington Middle School	0	0	0	0	0	0	0	210	214	262	686	284	308	30	30	11	7	7	9	0	0	332	354
1	1863	Dubuque	0225	Eleanor Roosevelt Middle School	0	0	0	0	0	0	0	374	387	400	1161	545	559	15	7	10	12	6	6	0	1	576	585
1	1863	Dubuque	0209	Thomas Jefferson Middle School	0	0	0	0	0	0	0	186	203	216	605	252	270	40	31	1	5	3	3	0	0	296	309
15	3312	Keokuk	0454	George Washington Elementary School	0	0	37	39	42	38	43	0	0	0	199	78	94	2	19	2	0	3	1	0	0	85	114
15	3312	Keokuk	0418	Hawthorne Elementary School	18	130	47	42	59	45	43	0	0	0	384	162	181	11	15	5	6	1	3	0	0	179	205
15	3312	Keokuk	0209	Keokuk Middle School	0	0	0	0	0	0	0	162	145	161	468	211	199	27	19	4	3	2	3	0	0	244	224
15	3312	Keokuk	0445	Torrence Elementary School	0	0	20	20	20	20	24	0	0	0	104	39	50	8	2	1	3	0	1	0	0	48	56
15	3312	Keokuk	0463	Wells-Carey Elementary School	0	0	31	38	39	32	53	0	0	0	193	85	95	4	7	0	0	1	1	0	0	90	103
15	5013	Oskaloosa	0472	Oskaloosa Elementary School	51	170	166	194	177	179	173	0	0	0	1110	488	550	13	12	13	16	8	9	1	0	523	587
12	6039	Sioux City	0209	East Middle School	0	0	0	0	0	0	0	310	313	329	952	367	384	14	19	11	4	50	76	19	8	461	491
12	6039	Sioux City	0220	North Middle School	0	0	0	0	0	0	0	387	383	348	1118	269	322	43	34	31	34	162	162	34	27	539	579
12	6039	Sioux City	0227	West Middle School	0	0	0	0	0	0	0	286	299	335	920	245	265	51	43	20	11	126	111	24	24	466	454
8	6219	Storm Lake	0427	North Elementary School	0	0	0	41	39	42	0	0	0	0	122	9	7	3	0	10	5	38	50	0	0	60	62
8	6219	Storm Lake	0436	South Elementary School	0	66	60	44	41	43	0	0	0	0	254	32	29	10	13	15	15	78	62	0	0	135	119
8	6219	Storm Lake	0445	West Elementary School	0	39	39	40	42	42	0	0	0	0	202	22	35	8	7	10	8	57	55	0	0	97	105
15	6592	Van Buren	0418	Van Buren Elementary Douds Attendance C	0	30	32	32	35	31	29	37	0	0	226	114	107	1	0	1	2	1	0	0	0	117	109
15	6592	Van Buren	0436	Van Buren Elementary Stockport Attendanc	0	16	15	17	19	15	27	17	0	0	126	57	68	0	0	0	1	0	0	0	0	57	69
				Totals	359	1203	1234	1255	1259	1259	1148	3129	3113	3252	17211	6022	6498	907	965	266	263	1061	1039	104	86	8360	8851

school	3. Total number of students in the program:	4. Percent of the total targeted student population involved in the program:				percent of students				6. How many students at the end of this program no longer meet the criteria for participation?	7. Of the students who did not meet or exceed the criteria for proficient, how many made academic growth?	grades served/targeted groups	Use of Funds or Type of Program	school year	Summer	Desired Result	Program Goals	Actual Results	
		English / Language Arts #	%	Math #	%	Science #	%	Social Studies #	%										
<b>Anthon Oto</b>																			
Math club	27	46			27	46				7	5	6-8	After School & 6 week summer	X	X	increasing proficiency of math students in gr 6-8	provide additional learning time for learning math concepts & problem solving	27 students, 7 no longer qualify, 5 made academic growth. 100 percent of their middle school students benefitted from ESC training, ITBS scores next year will determine success of this program.	
ESC	167	100			167	100													
Math and Lit camp	13	29	13	100	13	100													
<b>Bedford</b>																			
elementary	27	97	18	67	19	71				27	6	6-8 (Para support K-5)	After School & 2 week summer	X	X	reduce the number of students not meeting grade level indicators in reading/math or below 50% proficient	teach students to apply mathematical reasoning to everyday math problems and increase reading comprehension	20 Eng/LA middle school students, 10 no longer qualify for the progra(50%) and 5 more made academic progress, 22 math middle school students, 12 no longer qualify and 4 more made academic growth. 18 Eng./LA elementary school students, 13 no longer qualify and 2 more made academic growth, 19 math elementary students, 14 no longer qualify and 4 more made academic growth.	
middle school	31	84	20	71	22	85				22	9								
<b>Clinton</b>																			
Bluff	15	26	15	100	15	100				24	6	K-8, low SES, minority, 5 bldgs	After school tutoring	X		increase core reading levels of targeted groups	train teachers in <i>Soar to Success</i> (reading) and/or <i>Math Steps</i> (math) interventions and teach students in these areas	Growing with Math program started in January, 99 students participated. 32 students no longer qualify in math and another 23 made academic growth, 30 student no longer qualify in reading and another 23 made academic growth.	
Jefferson	23	45	23	100	23	100				20	14								
Eagle Heights	11	26	11	100	11	100				5	12								
Whittier	10	50	10	100	10	100				5	11								
Washington MS	11	12																	
<b>Davenport</b>																			
Smart intermediate	59	48			59	100				9	50	6-8	B/A school tutoring	X		increase math scores in the 600 non-proficient 6-8th grade students	train staff & provide supplemental, intensive computer-assisted instruction for non-proficient students (FASTT Math & ALEKS software)	94% of the students have demonstrated improvement in mathematics.22% of the students in before/after school tutoring improved on ITBS after only 4 months.	
Sudlow Intermediate	76	69			76	100				15	57								
Walcott	90	89			90	100				28	59								
Williams	77	69			77	100				17	53								
Wood	63	59			63	100				10	45								
Young	56	64			56	100				7	49								
Summer School	57	25			57	100				0	51								
<b>DMPS</b>																			
Brubaker	90	33	60	67	30	33				64	23	K-5, low SES, minority	Sat school tutoring	X		improve literacy & math scores, improve student understanding of materials & overall engagement & interest in school	web based <i>Skills Tutor</i> for reading & math, small group instruction, parent literacy services, 1:1 tutoring, Focus on 5 reading areas for emergent readers	429 students, 208 no longer qualify for the program, 211 more made academic growth, so 419 students made academic growth through this program (97%)	
Cattell	60	74	50	83	50	83				58	60								
Garton	149	30	149	100						33	50								
McKinley	42	37	42	100						21	21								
Willard	85	90	52	61	45	53				28	57								
<b>Dubuque</b>																			
Eleanor Roosevelt S	31	2.6	28	90	23	74					31	6-8 at-risk	during the school day & tutoring	X		increase # of students of MS students who don't	early identification of at-risk, provide immediate support in any of the core	762 students, 253 no longer qualify for the program, another 298 made academic growth. 551 students made academic growth through this program (72%).	
George Washington	33	4.7	18	55	21	64					32								

school	3. Total number of students in the program:		4. Percent of the total targeted student population involved in the program:		English / Language Arts		Math		Science		Social Studies		6. How many students at the end of this program no longer meet the criteria for participation?	7. Of the students who did not meet or exceed the criteria for proficient, how many made academic growth?	grades served/targeted groups	Use of Funds or Type of Program	school year	Summer	Desired Result	Program Goals	Actual Results
	#	%	#	%	#	%	#	%	#	%	#	%									
Thomas Jefferson S	30	4.9	29	97	30	100							26								
Jefferson	230	55	170	74	141	61	65	28	65	28			50	91							
Eleanor	345	60	84	27	318	92	63	18	63	18			166	120							
George Washington	187	55	149	80	157	84	143	76	131	70			37	87							
<b>Keokuk</b>																					
George Washington	38	100	17	45	26	68							12	8	2-8	B/A & during school, summer	X	X	reduce the # of 2nd-8th graders who are not proficient in reading or math (ITBS, STARMATH & STARREADING)	to provide math intensive assistance (Star Math) Differentiated Instruction, small group & co-teaching to increase math, reading & vocabulary skills in students	189 Student, 62 no longer qualify in reading, another 62 made academic growth, 66 no longer qualify in math and another 52 made academic progress. 124 students made academic growth in reading, 118 made academic growth in mathematics through this program.
Hawthorne	38	100	8	29	25	93							9	7							
Torrence	21	100	17	81	14	67							7	12							
Wells Carey	32	100	23	71	31	96							8	15							
MS	60	75	60	100	65	100							56	44							
<b>Oskaloosa</b>																					
Elementary	595	100	595	100									517								
Intensive	96	100	96	100									96								
Summer School	91	90	91	100									75		K-8	During and Before/After School and Summer School	x	x	increase reading comprehension skills of all students, decrease reading performance gap between students eligible and not eligible for FR meals, Decrease reading performance gap between IEP and nonIEP students, decrease the number of students identified for special education reading services.	Implement Foundations and Wilson Reading System, k-3 all students and as intervention to identified students k-2 during school day and intensive 30 minutes small group after school and 3 week summer school for identified students	760 students k-5 received Foundations or Wilson Language Program during the school day. 80 students received intensive intervention before or after school.91 students k-5 participated in summer school program. Nearly all students moved from frustration level to instructional or independent level. 40% scored an NPR of 41 or above on ITBS. 91 SAT meetings were held for K student during 06-07. 17 were held 07-08 that is an 81% reduction. 50% fewer meetings were held for 1st and 2nd grade. Total number of SAT meetings k-5 was decreased by 50%. Total number of students referred and place in special education was reduce from 21 in 06-07 to 11 in 07-08 (48% education).
<b>Sioux City</b>																					
East	151	100	131	87	151	100	120	79	135	89			139	7							
North	159	100	159	100	159	100	159	100	159	100			118	15							

Supplemental Strategies and Educational Services School Reporting

school	3. Total number of students in the program:	4. Percent of the total targeted student population involved in the program:	English / Language Arts		Math		Science		Social Studies		6. How many students at the end of this program no longer meet the criteria for participation?	7. Of the students who did not meet or exceed the criteria for proficient, how many made academic growth?	grades served/targeted groups	Use of Funds or Type of Program	school year	Summer	Desired Result	Program Goals	Actual Results
West	108	100	108	100	90	83	79	73	81	75	93	12	6-8	School, After School, Summer School	x	x	performance of 350 middle school students who failed one or more core courses.	incentive program, additions support for student participation in after-school and summer school programs.	homework help club was available to students on a voluntary basis, over 400 students participated in the Ready, Set Achieve Club where tutoring was provided and parent support programs were provided as well as transportation.
<b>Storm Lake</b>																			
South elementary	55	69	31	100	24	100					5	50					number of students proficient and achieving grade level benchmarks will increase by 3%, achievement gap for all students and ELL/low income will be reduced, antisocial behaviors will decrease by 5%, increase social competence and knowledge of sports skills, increase number of students participating in extra curricular sports at the middle school		
South SS	80	100	80	100	80	100						80							
West Elementary	26	60	26	100							5	21		Before/After school and summer school				provide before and after school tutoring in reading and math and summer school for students who may be retained	
North Elementary	29	67	29	100							4	25	K-4	school	x	x			190 students, 14 no longer qualify for the program, that is 7% of the targeted population.
<b>Van Buren</b>																			
Douds	36	83	36	100	36	100	15	42	12	33	26	7					increase reading and math by 1.5 g.e., increasing low SES math and reading scores by 2 g.e. in 7th and at least 1.5 g.e. in 6 and 8, increase IEP reading and math by 1.5 g.e., increasing systemic programs	SMART - Supplemental Math and Reading Tutoring is a before, during and summer school program to increase math and reading skills of students who are currently functioning below their peers in math and reading	
Keosauqua	76	97	76	100	76	100	31	40	34	45	43	27							
Stockport Center	19	86	19	100	19	100	12	63	5	26	12	7	6-8	Before, during and summer school	x	x			131 students in the program 81 no longer qualify for the program (62%), and another 41 made academic growth. 122 students made academic growth (93%).
	3805	3011	2543	3085	2396	3353	687	519	685	484	1707	1533							